

## SAC School Age Education and Care Units of Competency Mapping Table – Old Units of Competency to New Version Units of Competency

Old Unit Code	Old Unit Title	New Unit Code	New Unit Title	Equivalence and Summary of Changes KEY E – Equivalent/ N – Not Equivalent / NC – Newly Created / D- Deleted  E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCSAC001	Support children to participate in school age care	CHCSAC006	Support children to participate in school age care	<p><b>N</b></p> <p>More detailed information in the Application including reference to general level of responsibility in the job role.</p> <p>Significant changes to Elements and PCs for clarity and to align with the level of responsibility of job roles in SAC services regulated under the NQF.</p> <p>Updated terminology throughout the unit in relation to inclusion and diversity, child protection and reflection. Requirements include aspects to support sense of belonging and more explicit references to service policies and procedures.</p> <p>New PC 1.1, 1.4, 3.2 3.3.3.4 and 1.6</p> <p>PE changed to provide clarity around evidence requirements; now a holistic task which focuses on meeting the needs of 3 different children; workplace hours increased to 160.</p>

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				<p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements, including the different types of support needs, principles of inclusion and diversity, communication techniques, methods of evaluation and collaboration. Terminology updated.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.</p>
CHCSAC002	Develop and implement play and leisure experiences in school age care	CHCSAC007	Develop and implement play and leisure experiences in school age care	<p><b>N</b></p> <p>More detailed information in the Application including reference to general level of responsibility in the job role.</p> <p>Significant Changes in wording in Elements and PCs to align with the terminology, concepts and requirements of the NQS.</p> <p>E1 PCs reworded with a child centred perspective. New PCs 1.1, 1.2. 1.3 &amp;1.4, 2.6, 4.1 replace existing PCs</p> <p>PE changed to provide clarity around evidence requirements; now a holistic task with requirements listed for clarity</p>

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				Age range of children specified  New requirement for one experience that supports development of a fundamental motor skill.  KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to learning frameworks, play, environments and resources.  AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCSAC003	Work collaboratively and respectfully with children in school age care	CHCSAC008	Work collaboratively and respectfully with school age children	<b>N</b>  Title changed.  More detailed information in the Application including reference to general level of responsibility in the job role.  Unit now includes reference to behaviour guidance in positive ways.  Significant changes in wording in Elements and PCs to align with the terminology, concepts and requirements of the NQS and child development.

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				<p>Significant changes to Elements &amp; PCs</p> <p>New PC 1.3 .1 -3.8</p> <p>New E4</p> <p>New PCs 4.1 &amp; 4.2</p> <p>PE changed to provide clarity around evidence requirements and to align with updated PCs.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements ; new requirements added in relation to self-regulation and communication.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.</p>
CHCSAC004	Support the holistic development of children in school age care	CHCSAC009	Support the holistic development of children in school age care	<p><b>N</b></p> <p>More detailed information in the Application including reference to general level of responsibility in the job role.</p> <p>Structure and content of Elements 1-5 and associated PCs retained with minor</p>

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				<p>wording changes for clarity and to reflect level of responsibility. New Pcs added.</p> <p>New PC 4.</p> <p>New PC 6.1 &amp; 6.3</p> <p>PE changed to provide clarity around evidence requirements; additional evidence requirements with separate age groups nominated; workplace hours increased to 160.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to child development including developmental milestones for the age group 5 – 12 years, curriculum planning cycle and symbol systems.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements</p>
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	CHCSAC010	Foster holistic learning, development and wellbeing for school age children	<p><b>N</b></p> <p>Title changed.</p> <p>Application highlights that the unit is about the application of knowledge to support holistic development and also</p>

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				<p>references the aspects of the educator job role in relation to developing and implementing curriculum.</p> <p>Elements &amp; PC content restructured. Some existing PC content in relation to each domain transferred to KE. Clear differentiation created between this unit and CHCSAC009. PE changed to provide clarity around evidence requirements; now includes specific and detailed integrated tasks to demonstrate the application of theory to practice in SAC environments; includes requirements for research, planning, documentation and implementation of experiences along with collaboration and reflection; workplace hours increased to 280.</p> <p>KE \changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements in relation to developmental theory from 5 to 12 years and strategies and activities.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements; now includes content from existing PCs for each developmental domain.</p>

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				AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements

END